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ABSTRACT

The Exemplary Capacity Building Program of Transitional Bilingual Education was a federally funded program serving 266 limited-English-speaking, Spanish-speaking students in two Manhattan (New York) elementary schools. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content areas. Some classes used a dual-language approach to classroom instruction. Other program components included multicultural education, development opportunities for program staff, and parent involvement activities. The project met one of three objectives for staff development and one of two for parent involvement. Attainment of the stated objectives for ESL, NLA, the content areas, and the third staff development could not be assessed due to lack of information. No specific recommendations were made for program improvement. The final report offers details of other specific program aspects, activities, achievements, and findings. (MSE)

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OREA Report

Exemplary Capacity Building Program of Transitional Bilingual Education Community School District 3 Transitional Bilingual Education Grant T003A80202 FINAL EVALUATION REPORT 1992-93

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Exemplary Capacity Building Program of
Transitional Bilingual Education
Community School District 3
Transitional Bilingual Education Grant T003A80202
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

The Exemplary Capacity Building Program of Transitional Bilingual Education, an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, functioned at P.S. 165 and P.S. 75 in Community School District (C.S.D.) 3 in Manhattan. In the year under review, the fifth and final year of Title VII funding, the project served 266 Spanish-speaking students who scored at or below the 40th percentile on the Language Assessment Battery and were thus categorized as being of limited English proficiency (LEP). Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas. The project incorporated multicultural education as an integral part of programming.

Project staff and teachers of participating students had the opportunity to attend staff development meetings. Some staff enrolled in graduate level courses. The project established an active parental component, which included meetings, workshops, and E.S.L. classes.

The project met one of three objectives for staff development and one of two for parent involvement. OREA could not evaluate the proposed objectives for E.S.L. and N.L.A., the content areas, and the third staff development objective, because either the necessary tests were not administered or it was impossible to obtain the required information from the tests that were used. OREA had previously recommended that the project seek to change the objectives in question, but this was not done.

No recommendations were offered in the final year of the project.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

The Exemplary Capacity Building Program of Transitional Bilingual Education was in its fifth and final year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The program operated at P.S. 165 and P.S. 75 in Community School District (C.S.D.) 3 in Manhattan. The student population in C.S.D. 3 was largely Latino and African-American.

At P.S. 165 and P.S. 75 the students' populations were similar in composition to the population of the district. Of the 586 students who attended P.S. 165 during the 1992-93 academic year, 87.7 percent were Latino, 7.3 percent were African-American, 3.2 percent were Asian-American, 1.5 percent were European-American, and 0.2 percent were Native American.* Of these students, 60.6 percent of the total number were limited English proficient (LEP), and 92.7 percent came from low-income families as indicated by their eligibility for the free-lunch program. Of the 669 students who attended P.S. 75 during the 1992-93 academic year, 40.2 percent were Latino, 33.9 percent were African-American, 21.7 percent were European-American, and 4.2 percent were Asian American. Sixty-five percent of these students came from low-income families, and 19.3 percent were LEP.

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* Percentages do not add up to 100 due to rounding.

Although both school buildings were old, the classrooms were clean and bright. Photographs of the students, as well as their writings and art, decorated the walls. Bulletin boards in the well-lit halls were colorful and topical.

STUDENT CHARACTERISTICS

The project served a total of 266 Spanish-speaking LEP students in kindergarten through fifth grade. (See Table 1.)

TABLE 1

Number of Students in Project, by Grade Level

Site	Grade Level						
	K	1	2	3	4	5	Total
P.S. 165	36	35	47	30	30	31	209
P.S. 75	9	6	7	5	5	11	43
Total[a]	45	41	54	35	35	42	252

[a] Data were unavailable for 14 students.

LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Teacher recommendation was another criterion for admitting students, and parents could opt to have their children enrolled. Male students numbered 124 (46.6 percent); female 136 (51.1 percent); information was unavailable for 6 (2.3) percent).

Data on program students' place of birth was available for 162 students. The largest group (36 percent) was born in the United States. The next largest group (18.8 percent) came from the Dominican Republic. For countries of origin, see

Table 2. Students had an average of 0.2 years (s.d. = 0.7) of schooling in their native country and a mean of 0.5 (s.d. = 1.2) years in an English-speaking school system. Almost all of the participants (99.6 percent) came from low-income families, as indiciated by their eligibility for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
United States	96
Dominican Republic	50
Mexico	9
Ecuador	4
Honduras	1
Guatemala	1
Not Reported	105
Total	266

Needs Assessment

Before the project began and during its implementation, the teachers at the two sites assessed the target population's educational needs through miscue analysis, writing samples, informal diagnostic tests, conferences with parents, and standardized tests. The most important needs that emerged were (1) to develop more complex language structures and a richer vocabulary in both Spanish and English; (2) to provide additional practice with mathematical verbal problems and

promote a broader understanding of mathematical concepts; and (3) to reaffirm the student's understanding of their culture in order to promote a healthy self-image.

PROJECT OBJECTIVES

Student Objectives

- Fifty percent of the LEP students will achieve scores of 75 percent or better on tests measuring English language ability, i.e., the Language Assessment Battery (grades K-6) and the Test of Basic Experiences (grades K-1).
- Fifty percent of the LEP students will achieve scores of 75 or better on tests measuring reading in English, i.e., the Degrees of Reading Power (grades 2-6), Stanford Early Elementary School Reading Achievement Test (grades 2-6) and the California Test of Basic Skills (grades K-6).
- Fifty percent of the LEP students will achieve scores of 75 percent or better on tests measuring reading in Spanish, i.e., the Stanford Elementary School Reading Achievement Tests, Spanish version (grades K-1) and the California Test of Basic Experiences, Spanish version (grades 2-6).
- Fifty percent of the LEP students will achieve scores of 75 or better on locally-designed, criterion-referenced instruments in Spanish measuring science and computer education knowledge (grades K-6).
- Fifty percent of the LEP students will achieve scores of 75 or better on a test measuring mathematics knowledge, i.e., Citywide Testing Program (Spanish and English versions, grades 2-6).

Staff Development Objectives

- Thirty-five percent of the trainees will enroll in and complete at least six college credits in appropriate courses as assessed by an examination of college records.
- Forty percent of the teacher trainees will achieve scores of 90 percent or better on in-house developed criterion-referenced tests related to content area instruction in science, mathematics, and/or computer education, depending on the content area training.

- Fifty percent of the teacher trainees will be able to utilize transitional bilingual instructional methodologies when working with target pupils and to supervise and support paraprofessional involvement with small groups of target pupils as assessed by administrator and evaluator observation using in-house developed checklists and by an examination of the pre- and posttest scores of their pupils on the New York City LAB test (to be administered in conjunction with the pupil objectives).

Parental Involvement Objectives

- By September 1993, approximately 20 additional parent participants will have mastered skills sufficient for them to work as effective school volunteers, as assessed by principal observation.

- By September 1993, approximately 15 of the parents who originally became classroom volunteers will have mastered skills that will allow them to become trainers of other parents, as assessed by principal interviews and extensive observation.

PROJECT IMPLEMENTATION

During the 1992-93 school year, the Exemplary Capacity Building Program of Transitional Bilingual Education provided instructional and support services to 266 Spanish-speaking students and their families. The project's main goals were to promote the acquisition of language and content area skills in LEP students.

The project provided multicultural activities to foster awareness of the students' own and other cultures. The project also offered parental involvement activities and many staff development workshops.

Materials, Methods, and Techniques

The project used bilingual instructional methodologies as well as dual language instruction. At P.S. 165, one class at each grade level incorporated a dual language approach. In the classes not using the dual language approach, the

teachers used less Spanish than English overall. At P.S. 75, the dual language approach was used in all program classes. The remaining classes were taught bilingually; depending on the teacher, 25 to 40 percent of the instruction was in Spanish. Content area classes were taught in Spanish and English. The percentage of time devoted to each language depended upon the class. In the dual language classrooms, the students were instructed in Spanish half the time and in English using an E.S.L. methodology the other half.

Teachers of participating students used a wide array of strategies and techniques, including thematic lessons, cooperative learning, and hands-on approaches. For E.S.L. instruction, the staff used small group activities and emphasized hands-on projects to develop complex language structures. For N.L.A., project staff used whole language approaches and the Writing Process. The project staff used many interdisciplinary curriculum themes. In the first grade, for example, staff developed and implemented a "Bread and Bakery" theme that integrated the content areas with communication arts, and a rain forest study which integrated art as well.

At both sites, the language resource specialists developed a resource center for use by project students. Students who needed additional E.S.L. instruction went to the centers during specific times of the day. At P.S. 165, the language development specialist used state funds, Library Power funding, and monies obtained from six book sales to reorganize and augment the library for use by the entire school population as well as target students. She expanded the library's Spanish

holdings from just a few to hundreds of books. She also organized computer and audiolingual learning centers. At both sites, the project staff adapted or developed curriculum materials for use with target students.

The project incorporated a strong multicultural component into its various curricula in order to foster students' pride in their native culture. At P.S. 75, the second grade class visited different ethnic subsections of New York City, including Chinatown and Little Italy. The students used their visits as themes for their artwork as well as their social study lessons.

For a list of instructional materials used in the project, please see Appendix A.

Staff Qualifications

Title VII staff. The project's Title VII staff included two language development specialists, two paraprofessionals, and a family assistant. For a description of degrees held, certifications, and language proficiencies* see Table 3.

One language development specialist provided E.S.L. instruction using the whole language approach for small groups of students. The second language development specialist reorganized the library, which was used as a learning center for project students. The paraprofessionals served three classes each, assisting the teachers and providing students with one-on-one tutoring. The family assistant provided support services to the students and their parents at both sites.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speakers basic ability to communicate and interact with students in their native language.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Certificate(s)/ Licenses	Language Competence
Language Development Specialist	M.S.	Bilingual Common Branches	Spanish (TP)
Language Development Specialist	M.S.	E.S.L. Common Branches	Spanish (TP)
Family Assistant	B.A.	N/A	Spanish (TP)
Educational Assistant	College Credits	N/A	Spanish (TP)
Educational Assistant	College Credits	N/A	Spanish (TP)

Other staff. Tax-levy funds paid the salaries of 27 classroom teachers and one paraprofessional who provided instructional services to project students. Twenty-two of the teachers and the paraprofessional were TP in Spanish, and two teachers were CP in Spanish. Two teachers had doctorates, one a medical degree, twenty had master's degrees, four held bachelor's degrees, and the paraprofessional had some college credits. The certification for one teacher was not reported; all the others had certification in the subject they taught, except for one preparatory provisional teacher (P.P.T.).

Staff development. Teachers of target students participated in many workshops sponsored by the project and the C.S.D.'s bilingual office. Five teachers

were enrolled in graduate-level courses at Hunter College, Teachers' College, or Mannes College. They did not receive tuition assistance from the project.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules at P.S. 75. Students received program-related instruction every day of the week.

Length of Time Participants Received Instruction

Students had a mean of 0.2 years (s.d.= 0.7) of education in a non-English-speaking school system and 0.5 years (s.d.=1.2) of education in the United States. Students participated in the project for a median of 22.5 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

The project offered enrichment activities for those students who were gifted and talented. A representative from the Metropolitan Opera Guild visited P.S. 75, and a published poet and writer spoke to the students at both project sites.

Students whom the teachers thought were in need of special education services were sent to the School-Based Support Team (S.B.S.T.) for evaluation. The S.B.S.T. referred students as necessary to the Committee on Special Education (C.S.E.) for bilingual multidisciplinary assessment. At P.S. 165, all S.B.S.T. members were bilingual; at P.S. 75, the social worker was bilingual. Resource room services were available at both sites, and a hearing specialist was available at P.S. 75.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents of project students participated in a number of project-sponsored activities, including workshops, E.S.L. classes, and cultural events.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB, Degrees of Reading Power (D.R.P.), El Examen de Lectura en Español (ELE), and the Metropolitan Achievement Test for Mathematics (replaced by the California Achievement Test [CAT] in spring 1993) are used throughout New York City to assess the growth of English, Spanish, and mathematics skills in populations similar to those served by this project.

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INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB and/or the D.R.P. to assess the E.S.L. objective and the ELE to assess the N.L.A. objective. The content area objective in science and computer education was assessed through course grades, as specified. The mathematics objective posed special difficulties for evaluation. In the year under review, the Board of Education adopted the Concepts and Applications subtest of the California Achievement Test (CAT) as a citywide mathematics test. This instrument differs in approach and emphasis from the MAT, which students took the previous year. It is difficult to compare results from one instrument to the other. On account of language-specific adaptations in the versions of each test, these difficulties are particularly acute in the case of students who took the test in a language other than English. For the evaluation of bilingual programs in the year under review, therefore, OREA is reporting CAT scores without attempting to compute pre/post gains. In the following year, when both pre- and posttest scores will be fully comparable, the mathematics objective will be evaluated as written.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself, whereas the language of the MAT-Math and Math Concepts and Applications subtest of the CAT was determined by the language in which the student received instruction in mathematics.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an

item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

Evidence is available to support the validity of the D.R.P. The D.R.P. is an objective-referenced test, with the single outcome objective being the comprehension of expository English text. Criterion validity of the D.R.P. is demonstrated by the presence of a correlation (r=.90) with results from a criterion-referenced instrument, the Word Completion Test. To support reliability, the KR20 coefficients and SEM are reported by grade. Reliability coefficients ranged from .91 to .97 for students in the second through the tenth grade; the SEM ranged from 2.6 to 3.8 raw score units.

ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For Form 1, the grade reliability coefficients ranged from .94 to .96. Comparable data for Form 2 will be generated as soon as possible after its administration in the spring of 1993. Items on the test were grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within

level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

For the Math Concepts and Applications Subtest of the CAT, content validity was determined by comparing the content descriptions and the test items with particular curriculum objectives. The KR20 was used as a measure of internal consistency. The SEM is also reported in order to indicate the range within which students' true scores are likely to fall. For the Math Concepts and Applications subtest given in second through eighth grade, the number of items ranged from 42 to 50. KR20 coefficients ranged from 0.88 to 0.91; SEM ranged from 2.55 to 3.09 raw score units.

To assess the objectives for the ongoing education of teachers, OREA examined transcripts from the institution in which the staff members enrolled. OREA also developed and distributed a staff development questionnaire for teachers to indicate whether they were able to utilize transitional instructional techniques and supervise paraprofessionals working with target students (see Appendix C).

In order to assess the parental involvement objectives, the project director evaluated parents' ability to work as effective classroom volunteers and trainers of other parents.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school

year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. The E.S.L., N.L.A. and mathematics objectives required the computation of the percentage of students scoring at least 75 percent on the LAB, D.R.P., and the E.L.E. It is not possible, however, to determine percentage scores on any of these standardized tests. Therefore, in order to provide relevant information on the students' achievement, OREA reported the percentage of students showing a gain. Additionally, to assess the significance of students' achievement in English, Spanish, and mathematics, OREA computed a correlated *t*-test on the LAB, D.R.P., and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

The project carried out all instructional activities specified in its original design. OREA was unable to evaluate many objectives since they were not measurable as written.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA evaluation consultant observed a mixed-level E.S.L. class of four students at P.S. 165. The class was held in a very small but brightly decorated room. The teacher and the class read a book about seeds and engaged in a hands-on activity in which the students cut up an apple and planted the seeds. Each child had a small part in the process. The teacher then showed the class a graph of how plants grow. The class was conducted entirely in English; no paraprofessional was present.

An evaluation consultant from OREA observed an E.S.L. class at each site. At P.S. 75, the consultant observed a beginning level E.S.L. class of 11 students. The class was held in a garret of the school. Students tossed a ball to learn the concepts of over, under, between, and across. This hands-on class was conducted entirely in English; no paraprofessional was present. The students were actively involved and appeared to enjoy the lesson.

- Fifty percent of the LEP students will achieve scores of 75 percent or better on tests measuring English language ability, i.e., the Language Assessment Battery (grades K-6) and the Test of Basic Experiences (grades K-1).

It is not possible to determine percentage scores on the LAB—it is only possible to show the percentage of students showing a gain. There were complete pre-and posttest scores on the LAB for 208 students from grades one through five. (See Table 4.) Gains were reported for 59.6 percent of the students (6.3 N.C.E.s) and were statistically significant. The project did not administer the Test of Basic Experiences.

OREA could not evaluate the E.S.L. objective for language ability as proposed.

- Fifty percent of the LEP students will achieve scores of 75 or better on tests measuring reading in English, i.e., the Degrees of Reading Power (grades 2-6), Stanford Early Elementary School Reading Achievement Test (grades 2-6) and the California Test of Basic Skills (grades K-6).

There were complete pre- and posttest scores on the D.R.P. for 76 students from grades one through five, 68 from P.S. 165 and 8 from P.S. 75. It is not possible to determine the percentage of students earning scores of 75 percent or better on the D.R.P., only the percentage of students showing a gain. Gains were reported for 50 percent of the students. However, project students demonstrated a mean decline in D.R.P. scores from pre- to posttesting (-.13 N.C.E.s). (See Table 5).

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 165	221	170	13.0	11.7	18.8	12.9	5.8	12.7	6.0
P.S. 75	45	38	18.6	13.7	27.1	17.5	8.5	13.8	3.8
Total[a]	266	208	14.0	12.3	20.3	14.2	6.3	12.9	7.06

*$p<.05$

- Students at both sites demonstrated statistically significant gains on the LAB

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Degrees of Reading Power Test (D.R.P.), by Site

Site	Total number of project students	Number of Students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 165	221	68	27.9	13.6	26.5	13.8	-1.4	16.1	-.72
P.S. 75	45	8	21.3	13.4	32.0	16.3	10.8	18.0	1.7
Total	266	76	27.2	13.6	27.1	14.1	-.13	16.6	-.07

- Project students at P.S.75 demonstrated an increase on the D.R.P. from pre- to posttesting.

The project did not administer the Stanford Early Elementary School Reading Achievement Test or the California Test of Basic Skills proposed in the objective.

OREA could not evaluate the E.S.L. reading objective as proposed.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- Fifty percent of the LEP students will achieve scores of 75 percent or better on tests measuring reading in Spanish, i.e., the Stanford Elementary School Reading Achievement Tests, Spanish version (grades K-1) and the California Test of Basic Experiences, Spanish version (grades 2-6).

Project staff did not administer the Spanish version of either the Stanford Elementary School Reading Achievement Test or the California Test of Basic Experiences. However, the project provided OREA with complete pre- and posttest scores on the ELE for 83 students in grades two through five. (See Table 6.) Scores of 75 percent or better cannot be determined on the ELE, only the percentage of students showing a gain. Overall, 47 percent of project students demonstrated such a gain. However, students at both sites demonstrated a decline in mean N.C.E. score from pre- to posttesting (-1.0 N.C.E.s).

OREA could not evaluate the N.L.A. objective as stated.

TABLE 6

Pretest/Posttest N.C.E. Differences on
El Examen de Lectura en Español (ELE), by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 165	209	66	57.7	20.7	56.5	20.9	-1.2	18.7	-.53
P.S. 75	43	17	64.7	16.2	64.4	19.0	-.29	10.7	-.11
Total	252	83	59.1	20.0	58.1	20.6	-1.0	17.3	-.54

- Students at both sites demonstrated a mean decrease in N.C.E. scores on the ELE.

LEP Participants' Academic Achievement

The consultant observed a social studies class at P.S. 165 of about 30 students. The classroom was old but attractively decorated with students' artwork. There were learning centers and a library in the back of the classroom. The teacher went over the students' homework (about Canada) during a teacher-directed question-and-answer session. The students referred to a textbook written in English, and the class was conducted entirely in English. Most students were actively involved in the lesson and asked questions. No paraprofessional was present.

An OREA consultant observed two social studies classes. At P.S. 75, the consultant observed a fourth and fifth grade bridge class of 28 students. The classroom was filled to capacity but very quiet. The room was brightly decorated with the students' artwork. The teacher reported that she used interdisciplinary themes in her class, as her lesson that day exemplified. The class had recently visited the Museum of Hispanica, where they viewed art from many different countries. After discussing the artwork, the teacher asked each student to choose a country, draw one piece of art representative of it, and then write a paragraph in English and Spanish about it. The students worked independently and were actively involved. Periodically, they would bring their work for the teacher to view. The class was conducted in English and Spanish; no paraprofessional was present.

The project proposed two content area objectives:

- Fifty percent of the LEP students will achieve scores of 75 or better on locally-designed, criterion-referenced instruments in Spanish measuring science and computer education knowledge (grades K-6).

OREA could not evaluate the objective as stated because the project did not provide specific course grades for project students to measure achievement in science and computer education. However, the project director reported that all students at both sites received passing grades in computer science and 98 percent received passing grades in science.

OREA could not evaluate the objective as proposed.

- Fifty percent of the LEP students will achieve scores of seventy-five or better on a test measuring mathematics knowledge, i.e., City-wide Testing Program (Spanish and English versions, grades 2-6).

CAT scores were available for 56 students in grades two to five. Only N.C.E. scores can be determined by the CAT, not the percentage of students earning scores of 75 percent or better. The mean N.C.E. score for all project students was 43.23 (s.d.=16.94). For reasons explained in the chapter on Evaluation Methodology, OREA did not attempt to compute pre/posttest gains.

OREA was unable to evaluate the objective for mathematics skills development as proposed.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project did not mainstream any students.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

The project did not fully mainstream any students during the 1992-93 academic year.

Grade Retention

The project did not propose any objectives for grade retention. Five project students (2.0 percent) were to be retained in grade in the year under review.

Attendance

At P.S. 165, the overall attendance rate was 81.6, based on 221 students. This was lower than the 89.4 percent schoolwide attendance rate. At P.S. 75, the overall attendance rate for the year under review was 86.7 percent, based on 45 students. This was lower than the schoolwide attendance rate of 90.3 percent.

The project did not propose an attendance objective.

Placement in Gifted and Talented Programs

No students were placed in programs for the gifted and talented.

CASE HISTORY

Z. entered the project in March of 1990. He was in the second grade and was placed in a dual language class that provided English/Spanish instruction on alternate days. At first Z. was fearful. He was paired with a classroom "buddy" and was offered enrichment and support by the language development specialist. By the end of the year, Z. was thriving when instruction was in Spanish but was silent on the days of English instruction. In time, Z. communicated more easily in English with his

peers but still grappled with English reading and writing. During the standardized testing period in April 1992, however, Z. scored above average on all standardized tests. Z's mother had participated in her child's education from his first year. She was in close contact with Z's teachers and attended most parent workshops. Z. developed a love of science that is reflected in the complex project that he worked on for C.S.D. 3's Multicultural Curriculum Fair.

STAFF DEVELOPMENT OUTCOMES

The project proposed three staff development objectives:

- Thirty-five percent of the trainees will enroll in and complete at least six college credits in appropriate courses as assessed by an examination of college records.

Five (18.5 percent) of the participating teachers attended graduate courses at Hunter College, Teachers' College, and/or Mannes College in elementary education, the psychology of language, cultural ecology, special education, measurement, music, poetry, law and ethics, and bilingual administration. The program did not provide reimbursement for these courses.

The project did not meet its staff development objective for ongoing education.

- Forty percent of the teacher trainees will achieve scores of 90 percent or better on in-house developed criterion-referenced tests related to content area instruction in science, mathematics, and/or computer education depending on the content area training.

Participating teachers attended a number of different staff development meetings and workshops offered by the individual sites throughout the academic year. Titles included *Semantic Mapping; Multicultural Information From Theory to*

Practice; Multicultural Education II-Implementation; A Snapshot of Garifuna History and Culture; Hands-ON-Mind-ON Science; The Writing Process in E.S.L.; Metaforas, Similes, Onomonopias, Personification; A Song A Day Helps You Know What To Say; Peanuts, Get Your Red Hot Peanuts; Language Development; Que Maravilla; Material Making for Centers; Multicultural Songs and Games; Rimas y Risas; Literature in the Curriculum: Working with Antologia; Language Development Through Science; Language Development Through Mathematics; E.S.L. Through Literature; Analysis of Vocabulary Found in the D.R.P.; Salvaging a Disappointing Piece of Literature; Reading and Writing; the Writing Process; and Developing Spanish as a Second Language in the Dual Language Classroom.

Overall, teachers evaluated these workshops favorably. The project director reported, however, that the teachers could not always attend the meetings because of a lack of funds for substitute teachers to cover their classes. Although the staff working with project students attended many valuable workshops, the project did not develop the criterion-referenced test to measure the objective as stated.

OREA was unable to evaluate the attainment of the objective for performance related to content area instruction.

- Fifty percent of the teacher trainees will be able to utilize transitional bilingual instructional methodologies when working with target pupils and to supervise and support paraprofessional involvement with small groups of target pupils as assessed by administrator and evaluator observation using in-house developed checklists and by an examination of the pre- and posttest scores of their pupils on the New York City LAB test (to be administered in conjunction with the pupil objectives).

Twenty-nine of the teacher trainees and other staff members completed evaluation checklists. All of these respondents were able to use transitional bilingual instructional methodologies when working with target pupils and were able to supervise and support paraprofessional involvement with students. In addition, almost 60 percent of their students demonstrated a gain on the LAB.

The project met its objective for enhancement of teacher-trainee skills.

PARENTAL INVOLVEMENT OUTCOMES

The project proposed the following parent involvement objective:

- By September 1993, approximately twenty additional parent participants will have mastered skills sufficient for them to work as effective school volunteers as assessed by principal observation.

The project offered parents of participating students a wide variety of activities in conjunction with the district-operated Parent Leadership Project and the Parent Involvement Program (PIP). Three parent meetings were held at P.S. 75: one on introducing staff and goals for 1992-93, a second on volunteer workshops, and a third on the school board elections. This site also had an open house in the fall to introduce the curriculum to the parents and an International Night, which included a show and dinner. P.S. 75 also held fall and spring conferences.

At P.S. 165, parents were invited to attend nine parent association meetings and 23 parent leadership meetings. Parents received information about school and project activities and the school newsletter. Parents of project students attended workshops, including one on mathematics and three PIP-sponsored workshops on effective parenting. Parents also were invited to attend eight workshops sponsored

by the Metropolitan Museum of Art in conjunction with PIP. Some project parents also attended a reading workshop sponsored by Fordham University and the State Association for Bilingual Education (SABE) conference. E.S.L. classes were offered twice weekly from November through May at P.S. 165. Overall, 29 participants attended these classes.

As in previous years, the parents continued their training as library assistants, as well as in conducting effective storytelling sessions.

The project director reported that as a result of participating in project activities, approximately 20 parent participants could work as effective school volunteers.

The project met its parent volunteer objective.

- By September 1993, approximately 15 of the original parents who became classroom volunteers will have mastered skills that will allow them to become trainers of other parents as assessed by principal interviews and extensive observation.

The project director reported that none of the parents had mastered the skills that would enable them to become trainers of other parents and that such training had to be conducted by staff members.

The project did not meet its parent-trainer objective.

IV. SUMMARY AND CONCLUSIONS

ACHIEVEMENT OF OBJECTIVES

The project met one of three objectives for staff development and one of two for parent involvement. The project did not meet a second staff development and parental involvement objective. OREA could not evaluate the objectives for E.S.L., N.L.A., the content areas, and the third staff development objective.

Project participants showed academic progress. Of the 266 participating students in grades K through 5, 261 were promoted to the next grade. Over 50 percent of the students demonstrated gains in E.S.L. and mathematics.

Teachers attended graduate courses to increase their knowledge of bilingual education. In-service workshops were reported to be useful to teachers and project staff in their project-related responsibilities.

The project provided a number of services for parents of project students, including E.S.L. classes, workshops, and parent-teacher conferences.

MOST AND LEAST EFFECTIVE COMPONENTS

Both resource teachers reported that the commitment of the staff and the relationship between the staff and the students were major assets of the program. Parents were given the opportunity to become more involved in their children's education. They continued their training as library assistants and storytellers. The E.S.L. classes for parents were also effective. The project offered a wide variety of staff development activities that were well received. However, the project director

reported that the teachers could not always attend the meetings because of a lack of funds for coverage of their classes by substitute teachers. The director felt that teachers would benefit from additional workshops on the development of theme studies and the appropriate implementation of the writing process. A major problem with the project was that the instruments called for in the objectives could not be used to produce the required information.

APPENDIX A

INSTRUCTIONAL MATERIALS

Subject	Title	Author(s)	Publisher	Publication Date
E.S.L.	Stories We Brought With Us	Kasser, Carol, et., al.	Prentice Hall	Not Reported
E.S.L.	Stories from Latin America	Myers, Larry	Prentice Hall	Not Reported
E.S.L.	Skill Sharpeners, Levels 2 and 3	De Filippo, Judy	Addison Wesley	Not Reported
E.S.L.	Feed the Animals	Rey, H.A.	Houghton-Mifflin	Not Reported
E.S.L.	Where is My Baby?	Rey, H.A.	Houghton-Mifflin	Not Reported
E.S.L.	Anybody at Home?	Rey, H.A.	Houghton-Mifflin	Not Reported
E.S.L.	Connecting Science and Language	Barman et., al.	Addison Wesley	Not Reported
E.S.L.	Great American Stories	Draper, C.G.	Prentice Hall	Not Reported
E.S.L.	Time and Space	Conolly, M.	Prentice Hall	Not Reported
E.S.L.	Food From Plants	Not Reported	Modern Curriculum	Not Reported
E.S.L.	Earthworms' Story Pack	Not Reported	Modern Curriculum	Not Reported
E.S.L.	New Oxford Picture Dictionary	Not Reported	Oxford Press	Not Reported
E.S.L.	Content Area E.S.L. Social Studies	Not Reported	Linmore Pub.	Not Reported
E.S.L	Navidad - Poesias y Canciones, Libro-Cassette	Not Reported	Lectorum Pub.	Not Reported
E.S.L.	Side by Side	Not Reported	Prentice Hall	Not Reported
N.L.A.	Antologia Comunicativa, Levels 1-6	Not Reported	Not Reported	1987
N.L.A.	Dias y Dias De Poesia	Not Reported	Hampton-Brown Books	1991
N.L.A.	Folk Tales from Latin America	Not Reported	Bilingual Publications	Not Reported

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Subject	Title	Author(s)	Publisher	Publication Date
N.L.A.	Libros Para Cantar	Not Reported	Superlibros Santillana	1989
N.L.A.	Cuentos Para Chicos y Grandes Porera	H. Las Campalas	Not Reported	1975
N.L.A.	Un Cuento Más	Not Reported	Hampton Brown	1990
N.L.A.	Noticias del Mundo	Not Reported	News World Communication	Not Reported
Science	Concept Science en Español, Complete Program	Not Reported	Modern Curriculum	1975
Science	Nuestros Cinco Sentidos	Borrows	Not Reported	1983
Science	La Ciencia Student Book 2,3,4,5	Not Reported	Lectorum Pub.	Not Reported
Science	Who Says You Can't Teach Science?	Not Reported	Gramco	Not Reported
Science	La Lluvia Acida	Not Reported	NINOS	Not Reported
Science	La Deforestación	Not Reported	NINOS	Not Reported
Science	Secretos de las Plantas	Not Reported	NINOS	Not Reported
Science	Porque Woe Eligio La Paleza	Not Reported	NINOS	Not Reported
Science	Gee Safari en Español	Not Reported	NINOS	Not Reported
Science	De La Oruza a la Mariposa	Not Reported	NINOS	Not Reported
Social Studies	Atlas Infantil Everest	Not Reported	Lectorum Pub.	Not Reported
Social Studies	Días De Fiestas de los Estados Unidos	Not Reported	Lectorum Pub.	Not Reported
Social Studies	La Capa de Ozono	Not Reported	NINOS	Not Reported
Social Studies	Los Niños Exploran México	Not Reported	NINOS	Not Reported
Social Studies	Qué Maravilla	Not Reported	Hampton Brown	1991

APPENDIX B
SCHEDULES OF INSTRUCTION

Typical Schedule of Instruction
For Kindergarten Dual Language Class
at P.S. 75

	TIME								
DAY	8:40-9:20	9:25-10:15	10:15-11:00	11:00-11:45	11:45-12:15	12:15-1:10	1:10-1:25	1:25-2:10	2:10-2:50
Mon	Writing Process	Daily Routine/ Snack	Nutrition	Group Centers	Org. Games	Lunch	Nap	Music	Review/ Reading Aloud
Tues	Writing Process	Daily Routine/ Snack	Movement	Group Centers	Org. Games	Lunch	Nap	Art	Review/ Reading Aloud
Wed	Writing Process	Daily Routine/ Snack	Literature	Group Centers	Org. Games	Lunch	Nap	Math/ Outdoor Play	Review/ Reading Aloud
Thurs	Writing Process	Art	Math/ Homework Prep	Group Centers	Org. Games	Lunch	Nap	Big Book	Review/ Reading Aloud
Fri	Writing Process	Gym	Daily Routine/ Snack	Group Centers	Org. Games	Lunch	Nap	Math/ Outdoor Play	Review/ Reading Aloud

Typical Schedule of Instruction
For First Grade Class
at P.S. 75

	TIME							
DAY	8:40-9:27	9:27-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:30	1:30-2:15	2:15-3:00
Mon	Communication Arts		Literature	Lunch	Math	Social Studies and Science		
Tues	Communication Arts		Indiv. Reading	Lunch	Math	Social Studies/ Science	Music	Story Telling Reading
Wed	Communication Arts		Art	Lunch	Math	Social Studies and Science		
Thurs	Communication Arts		Indiv. Reading	Lunch	Math	Social Studies/ Science	Phys. Ed.	Story Telling Reading
Fri	Communication Arts		Indiv. Reading	Lunch	Math	Social Studies/ Science	Art	Story Telling Reading

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Typical Schedule of Instruction
For Second Grade Class
at P.S. 75

TIME								
DAY	8:40-9:27	9:27-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:30	1:30-2:15	2:15-3:00
Mon	Writing Process			Math	Social Studies	Lunch	Science	
Tues	Reading and Journal			Math	Science	Lunch	Phys. Ed.	
Wed	Reading Response		Art	Math	Science	Lunch	Social Studies	
Thurs	Reading Response		Dance	Math	Social Studies	Lunch	Literature	Science
Fri	Silent Reading	Music	Reading	Writing Process	Library	Lunch	Science	

Typical Schedule of Instruction
For Third/Fourth Dual Language Bridge Class
at P.S. 75

TIME								
DAY	8:40-9:20	9:25-10:15	10:15-11:00	11:00-11:45	11:45-12:25	12:38-1:28	1:30-2:15	2:15-3:00
Mon	Writing	Gym	Science	Reading		Lunch	Math	Social Studies
Tues	Writing		Science	Reading		Lunch	Math	Social Studies
Wed	Writing	Science	Music	Reading		Lunch	Math	Social Studies
Thurs	Bloomingdale House of Music			Reading		Lunch	Math	Art
Fri	Writing	Science	Dance	Reading		Lunch	Math	Social Studies

Typical Schedule of Insturction
For a Fifth Grade Dual Language Class
at P.S. 75

TIME								
DAY	8:40-9:27	9:27-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:30	1:15-2:15	2:15-3:00
Mon	Language Arts/Reading in English			Lunch	Language Arts/Reading in Spanish		Dance	Math
Tues	Language Arts/Reading in English			Lunch	Language Arts/Reading in Spanish		Math	Dance
Wed	Language Arts/English		Gym	Lunch	Language Arts/Reading in Spanish	Science	Math	Social Studies
Thurs	Language Arts/ Reading in English	Math		Lunch	Language Arts/Reading in Spanish	Science	Art	Social Studies
Fri	Language Arts/English		Math	Lunch	Language Arts/Spanish	Science	Music	Social Studies

APPENDIX C

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
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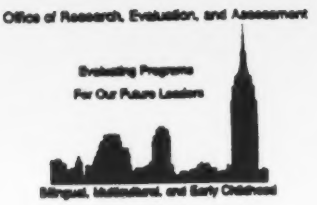
Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Staff Development Questionnaire
1992-93

Program: **Exemplary Capacity Building Program of Transitional Bilingual Education**

1	0	2
1	2	3

Directions: Please write "Y" for Yes and "N" for No in the boxes at the right. Leave blank if the question does not apply to you.

1. As a result of participating in the staff development sessions, do you feel able to utilize transitional bilingual instructional methodologies when working with target pupils? ☐ 4

2. As a result of participating in the staff development sessions, do you feel able to supervise and support paraprofessionals involvement with small groups of target pupils? ☐ 5

Thank you for completing this questionnaire.